

R E P O R T R E S U M E S

ED 016 320

EC 000 785

A CURRICULUM OUTLINE FOR SECONDARY SLOW LEARNING PROGRAMS.

BY- CROSS, JACQUE L. ALLEN, AMY A.

OHIO STATE DEPT. OF EDUCATION, COLUMBUS

PUB DATE

64

EDRS PRICE MF-\$0.50 HC-\$3.84 94P.

DESCRIPTORS- *EXCEPTIONAL CHILD EDUCATION, *MENTALLY HANDICAPPED, *CURRICULUM, CURRICULUM GUIDES, SLOW LEARNERS, EDUCABLE MENTALLY HANDICAPPED, EDUCATIONAL OBJECTIVES, SECONDARY EDUCATION, SECONDARY GRADES, SECONDARY SCHOOLS, STATE CURRICULUM, COLUMBUS

THIS CURRICULUM OUTLINE IS DESIGNED TO AID SCHOOL SYSTEMS IN THE DEVELOPMENT OF CURRICULUM GUIDES FOR SLOW LEARNERS. CONTENT IS OUTLINED FOR GRADES 9, 10, 11, AND 12 IN ENGLISH, MATHEMATICS, SOCIAL DEVELOPMENT, SOCIAL STUDIES, AND SCIENCE. DETAILS CONCERNING ACTIVITIES, ENRICHMENT AIDS, AND TEACHING METHODS ARE TO BE DEVELOPED BY THE USER. FIVE REFERENCES ARE GIVEN. (VO)

ED016320



A
CURRICULUM
OUTLINE

for
SECONDARY
SLOW
LEARNING
PROGRAMS

Issued by
E. E. HOLT
Superintendent of Public Instruction
Ohio Department of Education



Columbus, Ohio 43215

1 9 6 4

FC 000 785

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

A CURRICULUM OUTLINE FOR SECONDARY SPECIAL EDUCATION

Adapted from a study completed by:

Julia Robison, Sylvania, Ohio
Pearl Goodwin, Columbus Grove, Ohio
Marian Michel, Bowling Green, Ohio
Irene Fausey, Fremont, Ohio

Under the direction of Virginia Baker, Instructor
Advanced Workshop in Slow Learning
Bowling Green State University
Summer - 1962

Adaptation by

Jacque L. Cross, Educational Administrator
Amy A. Allen, Educational Consultant
Slow Learning

Division of Special Education
Ohio Department of Education



Columbus, Ohio

1 9 6 4

C O N T E N T S

INTRODUCTION

	Page
I. Purpose for this Outline	v
II. Objectives	v
III. Requirements for Graduation for Slow Learners in the State of Ohio	v
IV. Using This Outline	vi
V. Developing A Curriculum Guide	vii

CURRICULUM OUTLINE

English

1. English I (Grade 9)	2
2. English II (Grade 10)	7
3. English III (Grade 11)	12
4. English IV (Grade 12)	15

Mathematics

5. General Mathematics I (Grade 9)	21
6. General Mathematics II (Grade 10)	25
7. Business Mathematics III (Grade 11)	28
8. Business Mathematics IV (Grade 12)	34

Social Development

9. Physical and Mental Health (Grades 9 or 10)	42
10. Sociology (Grades 10 or 11)	46
11. Home and Family Relations (Grades 11 or 12)	49
12. Occupational Education (Grades 10 or 11)	58

Social Studies

13. History (Ohio) (Grades 9 or 10)	65
14. Government and American History (Grades 10 or 11)	67
15. Civics (Grades 10-12)	71

Science

16. General Science (Grades 9 or 10)	76
17. Biology (Grades 10 or 11)	81
18. Senior Science (Grades 11 or 12)	85

INTRODUCTION

I. Purpose For This Outline

This material is being presented as an aid to those school systems which desire assistance in the development of a Curriculum Guide for their Slow Learning Programs.

Because it is obvious that a complete Curriculum Guide could not be developed adequately for all regions in the State of Ohio, details concerning activities, enrichment aids, teaching methods, etc., have been prudently eliminated from this outline. It is hoped that those persons responsible for developing a Curriculum Guide will endeavor to design the program to meet those requirements dictated by the locale in which the program will be conducted, and in which most of their graduates will reside.

II. Objectives

The purpose for educating the Slow Learner is to provide the kind of practical training and education that prepares him for his role as a Healthy, Independent, Contributing Citizen. To accomplish this he needs to be taught the following:

1. To use basic skills in life situations.
2. To acquire practical background information expected of adult citizens.
3. To achieve self-acceptance and a sense of dependability within his community.
4. To develop qualities of personality, character, and work habits necessary for employment.
5. To explore employment possibilities and to gain on-the-job experience.
6. To develop satisfying leisure-time activities.

III. Requirements for Graduation for Slow Learners in the State of Ohio.

State Board of Education Standard 8.7321 states, "The academic program of an approved unit in high school must include the minimum requirements towards graduation as established by the Ohio High School Standards."

This means that the curriculum for slow learners will include three units in English; two units of social studies, one unit of science; and one unit of health and physical education with the opportunity to earn eight additional units in elective subject matter fields. The nature of the course and the level of work will necessarily have to be geared to the ability of the pupil.

Upon the completion of sixteen units of credit a diploma will be issued. The State Department recommends the regular diploma used by the school's graduating class.

IV. Using This Outline

It is anticipated that if the subject matter presented in this outline is included in the curriculum of a local school system, the requirements of both the Objectives of Education and Standards of the State would be met. The sequence of courses which might be developed should be determined by the logical pattern of the subject and the desires, interpretation, and approaches to instruction established by the teacher.

Because a majority of teachers are responsible for two or three grade levels at one time, topics in this outline have been listed according to subject matter rather than according to grade levels. However, grade levels that are attached to the courses appearing in this outline suggest a possible sequence of development when this can be established in the classroom.

Following is a sample High School schedule which could be developed for a pupil in a Slow Learning program:

Ninth Grade

English
General Math
General Science
Health
Physical Education
2 Electives

Eleventh Grade

English
Business Arithmetic
American History
Occupational Education
In-school-Work Experience
Senior Science
Physical Education
1 Elective

Tenth Grade

English
General Math
Ohio History
Biology
Physical Education
1 Elective

Twelfth Grade

English
Business Arithmetic
Home & Family Relations
(one semester)
Sociology (one semester)
Civics (one semester)
Work-Study
Physical Education
1 Elective

ELECTIVES

Art	Beginning Typing
Basic Foods 1, 2, 3	Driver Training
Basic Clothing 1, 2, 3	Music or Choir
Basic General Shop	Band or Orchestra
Basic Any Unit, Shop	Vocational Agriculture

NOTE: State Standard 8.732 states:

In the secondary programs all academic work, personal and occupational guidance shall be carried on in the special unit(s) by the special class teacher(s). In addition, the special teacher(s) have responsibility where pupils participate in portions of the regular program for coordination of the total instructional program for these boys and girls.

V. Developing A Curriculum Guide

Although the most effective curriculum guide is that which is developed for the locale in which it is to be used, creating an effective format is sometimes difficult and confusing. There are various approaches that have been used successfully. Following are several examples:

1. Altoona Public Schools: A Secondary Curriculum for Slow Learners, Altoona Public Schools, Altoona, Pennsylvania, 1962.

2. Neuber, Margaret; et al: Social Skills for Living, Language Art Skills for Living, Athletic Store, State College, Pennsylvania.

3. Sisters of St. Francis of Assisi, St. Coletta Schools: Arithmetic Curriculum for the Mentally Handicapped, Department of Special Education, The Cardinal Stritch College, Milwaukee, Wisconsin, 1961.

4. The Illinois Plan for Special Education: Curriculum Guide for Teachers of Educable Mentally Retarded, Interstate Printers and Publishers, Inc., Danville, Illinois.

5. Cincinnati Public Schools: The Slow Learning Program in Elementary and Secondary Schools, Cincinnati Public Schools, Curriculum Bulletin No. 119, Cincinnati, Ohio, 1964.

It is suggested that local or area teacher groups planning to develop curriculum guides evaluate these carefully, determine which one or two have value for their particular setting and in the light of local philosophy and organization. These can then be used as a general framework from which local curriculum can be built.

CURRICULUM OUTLINE

ENGLISH

CURRICULUM OUTLINE

English I

(Grade 9)

A. Communication

1. Oral

a. Speaking

(1) Supplying information

- (a) Date of birth**
- (b) Place of birth**
- (c) Pupil's name**
- (d) Middle name**

(2) Telephoning

- (a) Asking for specific information**
- (b) Telephone manners**

(3) Developing vocabulary and usage

- (a) Conversation with peers**
- (b) Reporting on current events**
- (c) Becoming aware of the correct usage of words**
- (d) Giving own opinions with respect for the opinions of others**
- (e) Giving meanings in descriptive terms**
- (f) Noting details in visual aids**

(4) Developing good speech habits

- (a) Speaking clearly, audibly and pleasantly**
- (b) Speaking in complete sentences**

b. Listening

(1) Following directions

English I

- (a) Can perform several simple requests given simultaneously
- (b) Can give good attention to a speaker
- (c) Displays interest in what is being said
- (2) Participating in oral reading situation as
 - (a) Listener

2. Written

a. Reading

- (1) Developing interest in
 - (a) Adventure stories
 - (b) Reading for specific facts
 - (c) Reading instructions and directions
- (2) Auditory Discrimination
 - (a) Recognizing the vowels
 - (b) Seeing, hearing, and saying the initial consonant blends--sh, th, wh, bl, el, fl, pl, sl, hr, or, dr, fr, gr, tr, st, sm, sa, sp and sw
- (3) Visual Discrimination
 - (a) Recognizing at sight third grade vocabulary words with comprehension
 - (b) Recognizing word families rapidly
- (4) Mechanics
 - (a) Building and analyzing compound words
 - (b) Building new words by adding re, un, or des to known words
- (5) Actual Reading
 - (a) Application blanks
 - (b) Signs

English I

- (c) Recipes
 - (d) Charts
 - (e) Materials
- b. Handwriting (Stress manuscript. Cursive needed only for signature)
 - (1) Stress need for legibility and neatness
 - (2) Writing different parts of letter
 - (a) Greeting
 - (b) Salutation
- c. Spelling
 - (1) Use of systematic technique of study
 - (2) Use of functional spelling
 - (a) Common daily words
 - (b) Words used in reading
 - (3) Use of vocabulary lists
 - (4) Use of dictionary for correct spelling of words
 - (5) Alphabetizing
 - (6) Writing dictated phrases
 - (7) Use of words previously learned
- d. Written English
 - (1) Writing short invitation and thank you notes
 - (2) Writing simple compositions
 - (3) Correcting simple sentences
 - (4) Capitalizing
 - (a) Titles of persons
 - (b) Salutation of a letter

English I

- (c) First word in closing a letter
- (d) Beginning of sentence
- (5) Comma
 - (a) Following greeting and closing of a friendly letter
 - (b) Between city and state
 - (c) Recording dates
 - (d) In series of words
- (6) Changing singular to plural forms
- (7) Understanding contractions
- (8) Periods
 - (a) At end of sentence
 - (b) After abbreviations
 - (c) After initials
- (9) Question mark
- (10) Plurals (Common words in daily use)
- (11) Understanding contractions

3. Selection and Use of Resources

a. General Resources

- (1) Advertising
 - (a) Dictionary
 - (b) Telephone book
- (2) Resources in school
 - (a) Library
 - (b) School paper
 - (c) Bulletin boards

- (3) Available Resources**
 - (a) Radio**
 - (b) Television**
 - (c) Record Player**
 - (d) Typewriters**
- b. Films and Advice**
- c. Newspapers and magazines**
- d. Texts**
 - (1) Books for pleasure**
- e. Pictures**
 - (1) Related to social skills**
 - (a) Transportation**
 - (b) Weather**
 - (c) Buying and selling**
 - (2) Drawing pictures relating to social skills**
 - (3) Collecting pictures**

English II

(Grade 10)

I. Communication

A. Oral

1. Speaking

a. Supplying information

- (1) Father's name (date of birth, place of birth)
- (2) Mother's name (date of birth, place of birth)
- (3) Family name
- (4) Home address
- (5) Name of school
- (6) Names of important people in school and community

b. Telephoning

- (1) Placing and answering telephone calls
- (2) Making appointments

c. Developing vocabulary and usage

- (1) Discussions
- (2) Reporting (news, weather, class activities)
- (3) Developing meanings of words used in oral communication
- (4) Awareness of correct usage

d. Developing good speech habits

- (1) Pitch of voice in conversation
- (2) Rate of speech
- (3) Rhythm in speech--memorization of poetry, choral speech

2. Listening

a. Following directions

- (1) School announcements
- (2) Lesson assignments
- (3) Simple requests
- (4) Carrying messages

b. Oral reading situations

- (1) Listening to announcements
- (2) Reading announcements and assignments
- (3) Repeating facts from oral information
- (4) Remembering more than one idea at a time
- (5) Arriving at generalizations

B. Written

1. Reading

a. Developing interest in

- (1) Juvenile fiction
- (2) Stories of teen-age experiences
- (3) Reading for specific reasons
 - (a) Elective assignments
 - (b) Articles on how to do things
 - (c) Pleasure
 - (d) Reports

b. Auditory discrimination

- (1) Vowels and consonants
- (2) Initial consonants and blends

c. Visual discrimination

- (1) Recognizing word families quickly**
- (2) Discovering new words in vocabulary by adding prefixes and suffixes to root words already known**

d. Hyphens

- (1) Compound words and their structure**
- (2) Analyzing new words formed by adding prefixes and suffixes**

e. Actual reading of

- (1) Material related to social skills**
 - (a) Application blanks**
 - (b) Social security**
 - (c) Voting ballots**
 - (d) Street signs**
 - (e) Traffic signs**
 - (f) Safety notices**
 - (g) Directions**
- (2) Materials related to business transactions**
 - (a) Checks**
 - (b) Receipts**
 - (c) Newspaper advertisements**
 - (d) Want ads**

2. Writing -- Manuscript or cursive handwriting

a. Copying accurately

- (1) Spelling words as needed**
- (2) Sentences as needed**

English II

(3) Original paragraphs composed by the group

- b. Writing all the letters of the alphabet, comparing quality
- c. Writing list of words known
- d. Writing dictated material

3. Written English

- a. Writing short reports about an interest using correct capitalization
- b. Some use of correct punctuation. Periods, commas, question
- c. Making up stories with class
- d. Composing short letters, messages, invitations
- e. Writing post cards
- f. Filling out forms

4. Spelling

- a. Spelling words selected for
 - (1) Daily living needs
 - (2) Interests (within reason)
- b. Demonstrating comprehension and usefulness through oral and written expression
- c. Careful reviewing of known vocabulary list
- d. Taking weekly tests
 - (1) Words
 - (2) Phrases

C. Selection and use of resources

1. General resources

- a. Making use of the alphabet
 - (1) Dictionary

- (2) Telephone books
 - (3) Index to books
 - (4) Library card index
 - (5) Street guides
 - b. Resources in school
 - (1) Bulletin boards
 - (2) School paper
 - (3) Library
 - (4) Television, radio and record player
 - (5) Opaque projector
 - (6) Typewriter
 - (7) Mimeograph and hectograph machines
 - c. Film strips and movies
 - d. Newspaper and magazines
2. Books
- a. Texts
 - b. Library books
 - c. Story books
 - d. Puzzles
3. Pictures
- a. Associating pictures with themes
 - b. Discussing details of pictures
 - c. Finding pictures to illustrate topics
 - d. Drawing illustrations for themes
 - e. Sorting pictures into different categories
 - f. Filing

English III

(Grade 11)

I. Communication

A. Oral

1. Speaking

a. Supply information

- (1) For opening banking account
- (2) Pertinent for loan application

b. Telephoning

- (1) Ability to take telephone message

c. Developing vocabulary usage

- (1) Discussions
- (2) Drama
 - (a) Applying for bank account
 - (b) Applying for loan
- (3) Developing meanings of new words introduced in other courses of study

d. Developing good speech habits

- (1) Learning to use sentences more like adults
- (2) Reproducing short poems from memory

2. Listening

a. Following directions

- (1) Remembering at least two oral directions

b. Recall main ideas expressed by speakers, in films, etc.; also from field trips

B. Written

1. Reading

a. Develop interest in

- (1) Fiction

English III

- (2) Reading for specific reasons
- (3) Reading for factual information
- b. Actual reading of materials related to social living skills
 - (1) Application blanks
 - (2) Newspapers--information and enjoyment
 - (3) Menus
 - (4) Shopping lists
 - (5) Simple printed directions. Example--1. To remove stain, and 2. to operate appliances
 - (6) Oral reports
 - (7) Short stories
 - (8) Prepared budgets
 - (9) Bank statements
 - (10) Rules and regulations for various activities
 - (11) Telephone books, city directories (for purpose)
 - (12) Recipes
 - (13) Experience charts
 - (14) Literature from service organizations
- 2. Written English--Manuscript or Cursive
 - a. Materials related to social skills
 - (1) Application blanks
 - (2) Shopping lists
 - (3) Budgets
 - (4) Checks--money orders
 - (5) Deposit and withdrawal slips

English III

- (6) Messages taken over telephone
- (7) Short reports--using correct capitalization and punctuation
- (8) Letters--informal and formal
- (9) Invitations
- (10) Lists of agencies and services offered
- b. Auditory and visual discrimination
 - (1) Recognizing the sound and form of word variance by adding different endings
 - (2) Antonyms, synonyms, homonyms
- c. Mechanics
 - (1) Punctuation
 - (2) Capitalization
 - (3) Word recognition
 - (4) Word meanings
- 3. Spelling--Words selected from daily living needs

English IV

(Grade 12)

I. Communication

A. Oral

1. Speaking

a. Supplying information

- (1) Applying for a job**
- (2) Renting or purchasing a home**
- (3) Manners**
- (4) Invitations**
- (5) Meeting social situations**

b. Telephoning

- (1) Making appointments**
- (2) Phoning to say you are ill (employer)**
- (3) Requesting specific information**

c. Developing vocabulary and usage

- (1) Discussing simple current affairs**
- (2) Oral Reports**
 - (a) Jobs**
 - (b) Insurance**
 - (c) Manners**

d. Developing good speech habits

- (1) Hearing whether the speech of others is correct**
- (2) Speaking in easy, clear, relaxed voice**
- (3) Developing a pleasing voice**

2. Listening

a. Following directions

- (1) More complex directions
- (2) Remembering standard procedures
- (3) In situations on work and semi-adult level

b. Obtaining important facts

c. Remembering more than one idea at a time

d. Arriving at generalizations

B. Written

1. Reading

a. Developing interest in

- (1) Fiction
- (2) Stories of home life
- (3) Articles on how to do things
- (4) Predicting outcomes
- (5) Articles for information
- (6) Current happenings

b. Actual reading of

- (1) Materials in other curriculum areas
- (2) Materials related to social skills
- (3) Simple rules and regulations
- (4) Directional signs

c. Mechanics

- (1) Commanding the attention and respect of the audience when reading orally

English IV

- (2) Dividing words into syllables
- (3) Building and analyzing compound words

d. Handwriting

- (1) Increasing accuracy in copying and dictation
- (2) Comparing quality with previous specimen of own work to show improvement

2. Written English

a. Composing letters

- (1) Friendly letters
- (2) Business letters
 - (a) Asking about a job
 - (b) Making appointments
 - (c) Securing information
- (3) Application blanks
- (4) Tax forms
- (5) Insurance forms

b. Improving writing of

- (1) Letters and envelopes
- (2) Summaries
- (3) Stories
- (4) Paragraph
 - (a) Indenting
 - (b) Keeping facts in order
 - (c) Organizing thought around a central idea
 - (d) Increasing skill in capitalizing, punctuating and abbreviations
 - (e) Usage of new words

(f) Using commas

- (1). Series of words
- (2). After close of a letter
- (3). After the salutation of a letter
- (4). In recording dates
- (5). To separate city and state

3. Spelling

- a. Continuing learning new words
- b. Consulting the dictionary for correct spelling of needed words
- c. Building use of longer sentences
- d. Making use of words previously learned

4. Project Handbook

Recognizing that much of the information covered is needed for the adolescent and young slow learner to meet the social demands of community living, the pupils should be helped to compile pertinent information from time to time so that at the close of the year they each have a resource book to take home and turn to when they are not sure of something, i.e. how to reply to a wedding invitation, how to approach a bank for a loan, how to repair a frayed lamp cord, etc. This is not strictly English, but draws from all the subject areas.

CURRICULUM OUTLINE

MATHEMATICS

General Mathematics I

(Grade 9)

I. Functional Number Experiences -- with immediate application

A. Numbers (Reading and Writing)

1. House numbers and telephone
2. Auto licenses
3. Price lists
4. Bill amounts
5. Important dates
6. Ordinal number as needed
7. Calendar

B. Fundamental Processes

1. Terms and symbols
 - a. Sum
 - b. Total
 - c. Add
 - d. Find the sum of
 - e. Plus
 - f. Carry
 - g. $+$, $-$, $\times$, $\div$
2. Column addition
3. Exchanging (borrowing) (from tens', hundreds', thousands' place)
4. Multiplication (2 place multiplier)
5. Multiplying by 10 and 100
6. Division (short)

- a. No carrying and no remainders, single place and two place numbers in the dividend

C. Simple Fractions

1. Why we use fractions
2. Common fractions ($1/2$, $1/4$, $1/3$, $3/4$, $1/8$)
3. Addition and subtraction of simple fractions
4. Unlike fractions--finding common denominator
5. Reduction--very simple problems
6. Comparison of fractions

D. Measurements

1. Simple linear measurement--inch, foot, yard, mile
2. Time and minute
3. Liquid measurements--pint, quart, gallon, cup, teaspoon, tablespoon
4. Calendar--days, months, years, century, decade
5. Temperature
 - a. To degree
 - b. Boiling point
6. Dry measurement--pint, quart, (peck, bushel)
7. Weight--ounces, pounds, tons

E. Recognition of shape and form

1. Round
2. Straight
3. Curve
4. Rectangle
5. Square

6. Triangle

F. Money

1. Counting
2. Making change
3. Use and meaning of the signs \$ and ¢

G. Wise buying and spending

1. Wholesale and installment buying and using charge accounts
2. Protection for consumer
3. Skills of buying
 - a. Understand tags and labels
 - b. Know a bargain
 - c. Recognize trick and false advertising

H. School and banking

1. Bank deposits
2. Use and care of bank books
3. Stamps and bonds

I. Problem solving with relation to daily life

1. Class collections
2. Keeping records
3. Form temperatures
4. Shopping
5. Earning money and budgeting
6. Planning parties

J. Introduction to family finances

1. Sources of family income

2. Expenses of the family
3. Family spending
4. Expenses involved in maintaining the home
5. Expenses involved in maintaining a car

General Mathematics II

(Grade 10)

I. Number Experiences

A. Reading and writing numbers

1. Identifying and writing numbers to 10,000
2. Dollars and cents to \$100.00
3. Roman numerals as used in everyday situations
4. Counting numbers to 1,000
5. Ordinal numbers as needed

B. Fundamental processes

1. Addition

- a. Simple column addition to 6 addends
- b. Column addition with irregular columns
- c. Carrying
- d. Adding 4-figure and 5-figure numbers as needed in dollars and cents

2. Subtraction

- a. Subtracting 4-figure and 5-figure numbers as needed in dollars and cents
- b. Subtraction of numbers in irregular order
- c. Borrowing
- d. Zero difficulties

3. Multiplication

- a. Multiplication facts to the nine's
- b. Multiplying by 2-place multiplier
- c. Multiplying by 3-place multiplier
- d. Multiplying small numbers by large, reversing
- e. Zeros in multiplicand

f. Multiplying by 10 and 100

4. Division

- a. Uneven facts with all numbers to 5's
- b. Even division facts with 6's, 7's, 8's and 9's
- c. Uneven division facts through 9
- d. Division with carrying-3-figure quotients
- e. Division with remainders
- f. Division of dollars and cents
- g. Division with 2-place divisors

5. Fractions

- a. Meaning of unit fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{12}$, $\frac{1}{16}$
- b. Meaning of non-unit fractions such as $\frac{3}{4}$, $\frac{2}{3}$, $\frac{5}{6}$
- c. Comparing easy fractions
- d. Adding fractions of like denominators
- e. Fractional parts of geometric figures
- f. Proper and improper fractions
- g. Simple fundamental processes with fractions

6. Measurements

- a. Measures within experience of pupils-mile, ton, peck, bushel, ounce
- b. Telling time-hours and minutes (such as 2:55)
- c. Temperature
- d. Concept of scale drawing
- e. Calendar--months of year in sequence
- f. Area and perimeter

7. Shapes and forms
 - a. Sphere
 - b. Circle
 - c. Triangle
 - d. Square
 - e. Diamond
8. Graphs, tables and charts
 - a. Time schedules
 - b. Reading recipes
 - c. Formula and charts in child care
 - d. Reading names
 - e. Understanding of graphs in newspapers
9. Banking
 - a. Use of checks
 - b. Savings accounts
 - c. Christmas clubs
 - d. Savings bonds
 - e. Depositing and withdrawing procedures
 - f. Passbooks
10. Emergencies where money is necessary
 - a. Sickness
 - b. Unemployment
 - c. Vacations

Business Mathematics III

(Grade 11)

I. Budgeting

- A. Develop vocabulary and knowledge of the importance of the following concepts in good money management**
 - 1. Thrift in the use of time and money**
 - 2. The necessity to budget time and money for most effective use**
 - 3. Regularity in saving as well as spending**
 - 4. Systematic, neat, accurate records are essential for any type of money management plan**
 - 5. That the nature of family and personal financial problems may change**
- B. Concepts related to sources of income**
 - 1. Wages for full time employment**
 - 2. Supplementary incomes earned from part-time employment of wife and children**
 - 3. Supplementary incomes earned by second jobs**
 - 4. Other sources of income**
- C. Develop a knowledge of proportion of total earning for**
 - 1. Savings**
 - 2. Rent or house payment**
 - 3. Food**
 - 4. Clothing**
 - 5. Household items (furniture, appliances)**
 - 6. Health (doctor, dentist)**
 - 7. Insurance**
 - 8. Recreation--family allowances**
 - 9. Contributions (church, civic organizations)**

- 10. Transportation
- 11. Gifts
- 12. Miscellaneous--newspaper, magazines

D. Develop the knowledge and skills needed to

- 1. Plan, prepare and keep a personal income and expense record (student budget)
- 2. Plan and prepare hypothetical budget for
 - a. Unmarried adult--employed
 - b. Married adult--no children
 - c. Married adult--children (two pre-school)
- 3. Make adjustment to financial problems
 - a. Job lay off (unemployment insurance)
 - b. Fired from job (no income)
 - c. Loss of wife's income
 - d. Reduction of income resulting from job transfer
 - e. Extensive medical bills
- 4. Adjustments needed to make to the above problems by
 - a. Finding new employment
 - b. Borrowing money from reputable source
 - c. Consulting reputable people and sources
 - (1) Department of Public Assistance
 - d. Adjusting living standards

II. Banking

- A. Vocabulary and comprehension of the following banking services
 - 1. Money
 - 2. Checking accounts (substitute for money)

3. Savings accounts
 4. Savings bonds
 5. Bank money orders
 6. Loans
- B. Knowledges and skills necessary to use the following banking services
1. Checking accounts
 - a. Opening the account
 - b. Signature card
 - c. Bank investigation
 - d. Selection of type of checking system
 - (1) Joint
 - (2) Pay by check
 - (3) Service charge
 - e. Initial deposit
 2. Making deposit
 - a. Using deposit slips
 - b. Depositing checks
 - c. Endorsing checks
 - d. Making entries in passbook
 - e. Entering deposit on current personal bank balance
 3. Writing checks
 - a. Using ink
 - b. Proper check-writing techniques
 - c. Subtracting amount of check from existing bank balance to establish new balance

- d. Understanding the penalties for overdrawing one's account or issuing checks against non-existent accounts

4. Dealing with checks you receive

a. Endorsement (check of other people)

- (1) For deposit
- (2) For cashing
- (3) For paying another person
- (4) For endorsing only when ready to use

b. Bank statements (checks written by you)

- (1) Value of cancelled checks as receipt
- (2) Balance between bank statement and personal checkbook stubs
- (3) Bank service charges on checking accounts

c. As payment

- (1) Determining validity of checks
- (2) Determining responsibility for payment of bad checks

5. Savings accounts

a. Opening the account

- (1) Signature cards
- (2) Type of account
 - (a) Savings and loan
 - (b) Payroll deduction-bonds
 - (c) Christmas club, Vacation club, Tax club, etc., depending on practice in immediate community

b. Making deposits (passbook and money)

c. Making withdrawals

- (1) Passbook
- (2) Withdrawal notices

6. Loans

a. Analyzing loan sources for best service

b. Locating correct department or person to discuss loan

c. Having pertinent information available at time of application

- (1) Purpose of loan
- (2) Employer--job--income
- (3) Collateral
- (4) References
- (5) Method of repayment
- (6) Credit rating

d. Information which should be secured by applicant

- (1) Length of loan
- (2) Interest rate
- (3) Total amount to be repaid

e. Legal obligations and responsibilities

- (1) Penalties for failure to meet payments
- (2) Contract contents
- (3) Procedures to follow in case of inability to meet payments

III. Credit

A. Development of vocabulary and comprehension of credit concepts

1. Credit application
 2. Credit bureau
 3. References
 4. Carrying charges
 5. Credit payment plan-amount per month and length of credit period
 6. Repossessions of credit purchases
 7. Credit rating
 8. Credit laws-age legal obligations
 9. Credit system-30 days, lay away plans, charge plates, ninety-day, six month, fixed total, amount credit purchase
 10. Collection agencies
- B. Disadvantages of credit buying
1. Ease of buying--pay later
 2. Additional costs due to credit
- C. Contents of the credit contract
1. Length of credit term
 2. Rate of interest
 3. Repossession stipulations
 4. Realization of the legal obligations resulting from merely signing one's name

Busiress Mathematics IV

(Grade 12)

I. Interest

A. Carrying charges

B. Banks interest

1. Loans

2. Savings accounts

II. Taxes

A. Income tax

1. Deductions from wages

2. Deductions allowed by government

3. How forms are filled out

4. Withholding forms

B. Property tax

1. Who pays

2. Where money goes

C. Personal tax

1. Who pays

D. City tax

1. Who pays

2. How paid

III. Fundamentals of insurance

A. Automobile insurance

1. Pertinent vocabulary and concepts

a. Comprehensive insurance

b. Collision insurance

c. Property damage insurance

- d. Medical payment insurance
- 2. Need for automobile insurance
 - a. Legal requirements
 - b. Protection against financial loss
- 3. Factors which contribute to the cost
 - a. Teen-age drivers
 - b. State regulations
 - c. Cost of finance company insurance added to purchase price
- 4. Insurance procedures to be followed after an automobile accident
- 5. Risks involved in purchasing low-premium insurances
- B. Property insurance
 - 1. Pertinent vocabulary and concepts
 - a. Fire insurance
 - b. Extended coverage
 - c. Theft and robbery
 - d. Property accident
 - 2. Need for property insurance
 - a. Protection from financial loss
 - b. Replacement protection
 - c. Legal requirements of mortgage
 - 3. Factors which contribute to the cost
 - a. Construction, location, size, value of home
 - b. Value of furniture and possessions
- C. Life insurance
 - 1. Pertinent vocabulary and concepts

- a. Policy
 - b. Premium
 - c. Policyholder
 - d. Beneficiary
 - e. Cash value
 - f. Dividend
 - g. Straight life
 - h. Endorsement
 - i. Term
 - j. Annuity
 - k. Industrial
 - l. Group
2. Need for life insurance
- a. Size of family
 - b. Child education
 - c. Family support
 - d. Paying bills
 - e. Help for dependent relatives
3. Cost factors
- a. Age
 - b. Amount of policy
 - c. Type of policy
4. Miscellaneous concepts
- a. When should a young adult purchase insurance
 - b. How can insurance coverage be charged

- c. What are the consequences of the inability to maintain the policy premium

IV. Pensions, Social Security, Unemployment Insurance, and Workmen's Compensation Insurance

A. Pertinent vocabulary and concepts

- 1. Pension
- 2. Social Security program
- 3. Deductions, personal, employer
- 4. Social Security number
- 5. Disability benefits
- 6. Unemployment security
- 7. Workmen's compensation insurance

B. Need for pensions, social security and unemployment insurance

- 1. Financial protection in old age
- 2. Legal requirements mandating social security and unemployment insurance

C. Factors which contribute to the cost of these insurance

- 1. Degree of benefits received
- 2. Age of employee
- 3. Wages
- 4. Employer participation in costs

V. Hospitalization insurance

A. Pertinent vocabulary and concepts

- 1. Group insurance plans
- 2. Individual insurance plans
- 3. Industrial

- 4. Benefits
- 5. Words
- 6. Semi-private
- 7. Maternity benefits
- B. Need for hospitalization insurance
 - 1. Protection against large medical bills
 - 2. Feeling of personal and family security
- C. Factors which contribute to the cost
 - 1. Number of persons in family covered by policy
 - 2. Extent of benefits covered by policy
 - 3. Employer participation in cost
- D. Procedures for use of hospitalization insurance at time of illness or accidents
- VI. Loans, mortgages and promissory notes
 - A. Analyzing loan sources for best service
 - B. Locating correct department or person to discuss loan or mortgage
 - C. Having pertinent information available at time of application
 - 1. Purpose of loan or mortgage
 - 2. Employer-job-income
 - 3. Collateral
 - 4. References
 - 5. Method of repayment
 - 6. Credit rating
 - D. Information which should be secured by applicant

1. Length of loan
 2. Interest rate (small loans costly)
 3. Total amount to be repaid
 4. Mortgage refinancing
- E. Legal obligations and responsibilities
1. Penalties for failure to meet payments
 2. Contract contents
 3. Procedures to follow in case of inability to meet payments

CURRICULUM OUTLINE

SOCIAL DEVELOPMENT

Physical and Mental Health

(Grades 9 or 10)

I. Home

A. Foods and nutrition

- 1. Proper diet**
 - a. Basic food elements**
- 2. Good eating habits**
 - a. Regular meals**
 - b. Proper chewing**
 - c. Resting after meals**
- 3. Care of food**
 - a. Proper cleaning**
 - b. Refrigeration**

B. Clothing

- 1. Clean wearing apparel**
- 2. Proper choice of clothing for seasons**

C. Housekeeping

II. Personal health

A. Body function and care

- 1. Heart and circulatory system**
 - a. Blood circulation**
 - b. Purpose of veins and arteries**
- 2. Digestion**
 - a. Organs**
- 3. Eyes**
 - a. Causes of eye strain**
 - b. Eye examination**

Health

c. Proper light for reading

4. Ears

- a. Causes of ear ache
- b. Cleaning your ears
- c. Protecting your ears

5. Hair and nails

6. Care of the skin

- a. Blackheads, pimples, acne
- b. Fever sores
- c. Sunburn

7. Care of the teeth

- a. Dental examination
- b. Proper cleaning
- c. Causes of tooth decay

8. Care of the feet

- a. Choice of shoes
- b. Foot diseases (skin)

III. Recreation and hobbies

A. Group

B. Individual

C. Participating

1. Hobbies

2. Sports

IV. Health and safety

A. In the home

1. Fire prevention
2. Preventing accidents
3. Making the home safe for children and adults
4. First aid in the home

B. In the schools

1. Fire drills and exits
2. Tornado and security drills
3. Accident prevention in the classroom, shops, science laboratories and gymnasium

C. In the community

1. Understand and appreciate the work of the police
2. Understand the responsibility of the pedestrian
3. Understand the work of the fireman and the fire department
4. Safety devices
 - a. Lightning rods
 - b. Railroad signals
 - c. Road signs and signals

V. Personality problems and adjustments

A. Friends

1. Try to understand our friends
2. Respect differences in others

B. Dating

C. Allowances

D. Jobs

Health

- E. Planning for the future
- F. Social behavior
 - 1. Develop self-respect
- G. Personal problems
- H. Respect for adults and authority

Special Sociology

I. Social and emotional adjustment

A. Basic needs

1. Affection
2. Security
3. Success
4. Self-expression
5. Recognition and approval
6. Adventure

B. Improving behavior by:

1. Keeping in physical health
2. Accepting one's self as is
3. Understanding others needs
4. Developing one's own abilities to their highest
5. Accepting responsibilities

C. Non-acceptable behavior

1. Identification
2. Causes or reasons for
3. Ways to avoid

D. Qualities

1. Punctuality
2. Trustworthiness
3. Honesty
4. Compatability
5. Manners
6. Responsibility

7. Social graces
8. Learning to evaluate

II. Church

- A. Need for the church
 1. Participation
 2. Respect for the belief of others

III. Alien

- A. Eligibility for U.S. Citizen
 1. Who are aliens?
 2. Their rights
 3. Their responsibilities
- B. Race, Creed or Color
 1. Rights of these people
 - a. Habits
 - b. Laws protecting

IV. Social needs

- A. When social needs are not fully satisfied
 1. Alibis
 2. Illness as an excuse
 3. Avoiding others
 4. Brag or belittle
 5. Show-off or a practical joker
 6. Snobbishness
 7. Trying to boss or bully others
 8. Daydreaming too much
 9. Criticism

Sociology

- a. Can help you**
- b. Can hurt other people**

Home and Family Relations
(one semester)
(Grades 11 or 12)

I. Dating, engagement and preparation for marriage

A. Developing desirable dating behavior

1. Parents-conflict over behavior, cars, hours, choice of friends
2. Frequency and hours-related to school or job
3. Finances-expenses involved, who pays
4. Activities-choice of recreation, location, double-dating
5. Manners-in public and private
6. Selection of partner-personality, religion, race, education
7. Transportation-necessity of car

B. Factors which can contribute to a successful engagement and marriage

1. Readiness for marriage-emotional stability and economic status
2. Parental approval
3. Attitudes regarding religion, education morals, temperance, racial background
4. Age vs. maturity-readiness for responsibility
5. Goals for the future-economic, social and vocational ambitions

C. The legal and desirable preparation for the marriage ceremony

1. The announcement
2. Engagement gifts
3. Parties and showers
4. Selecting the ring
5. Type of wedding-informal, formal, church, home ceremony

Home and Family

- 6. Expenses shared**
 - a. Girls-clothes, reception, gifts for attendants**
 - b. Boys-flowers, minister, gifts for attendants**
- 7. Invitations**
- 8. Attendants**
- 9. Clothes**
- 10. Reception**
- 11. Honeymoon**
- 12. Required examinations-blood test, questions on health**
- 13. License procedure-waiting period**
- 14. Proof of age-parental consent**

D. Areas requiring agreement for a success marriage

- 1. Money management**
- 2. In-law relationships**
- 3. Sexual adjustment**
- 4. Social activities**
- 5. Recreation**
- 6. New friends**
- 7. Religious choice**
- 8. Discipline of children**

II. City, County and State Agencies

A. Health agencies

- 1. City agencies**
 - a. City Health Department**
 - b. City hospital**

Home and Family

- c. Child Welfare League
 - d. School district nurses
- 2. County agencies
 - a. Tuberculosis Society
 - b. Heart Association
 - c. Cancer Society
 - d. Red Cross
 - e. Mental Health Association
 - f. Crippled Children Society
 - g. Blind Association
- 3. State agencies
 - a. State Tuberculosis Clinic
 - b. State Mental Hospital
- B. Recreational and educational agencies
 - 1. School Districts
 - 2. Parks and Recreation Board
 - 3. Y.M.C.A.
 - 4. Y.W.C.A.
 - 5. Boy Scouts
 - 6. Girl Scouts
 - 7. Community Youth Centers
 - 8. 4-H Clubs
 - 9. County Agricultural Extension Office
 - 10. State Colleges

C. Social Welfare Agencies

1. Salvation Army
2. Service Clubs-Kiwanis, Lions, Rotary, etc.
3. Catholic Charities
4. County Home for Aged
5. Church Homes for Aged
6. Children's Home
7. State Employment Office
8. Social Security Office
9. Veterans Referral Center
10. Vocational Rehabilitation, Bureau of

D. Correctional Agencies

1. Police Department
2. Sherriff's Department
3. Detention Home
4. Juvenile and adults courts
5. Probation Office
6. State Police
7. Board of Parole
8. Juvenile correctional institutions
9. Legal Aid Society

III. Housing

A. Renting and leasing housing

1. Type of housing facilities
 - a. Rooms

Home and Family

- (1) In private homes
- (2) In hotels
- (3) With and without baths
- (4) With and without cooking facilities

b. Apartments

- (1) Furnished and unfurnished
- (2) With or without cooking privileges
- (3) With or without use of garage, yard, basement

c. Houses

- (1) Duplex
- (2) Entire
- (3) Trailer

2. Utilities (gas, oil, electricity, water, heat)

a. Types of facilities

- (1) Cooking
- (2) Heating
- (3) Electricity--110 volts or 220 volts (outlet for electric stove and dryer)
- (4) Water

b. Obligation for payment

- (1) Tenant
- (2) Owner or agent
- (3) Tenant--owner sharing
- (4) Duplex--occupant sharing
- (5) Verbal and written obligations
- (6) Penalties for failure to pay
- (7) Service and maintenance--various types

Home and Family

- (a) Heating**
- (b) Garbage and rubbish removal**
- (c) Window washing**

c. Purchasing housing

- (1) Types of housing facilities**
 - (a) House-type (pre-fab, etc.)**
 - (b) Housing project**
 - (c) Size of lot**
- (2) Utilities**

3. Desirable procedures used in renting, leasing or purchasing housing

a. Renting or leasing housing

- (1) Locating available housing**
 - (a) Information from friends**
 - (b) Real estate agents**
 - (c) Newspaper advertisements**
 - (d) Signs on property**
- (2) Evaluation of desirability of available housing**
 - (a) Location**
 - (b) Cost**
 - (c) Size or space**
 - (d) Utilities provided**
 - (e) Condition of housing and surroundings**
 - (f) Maintenance and repairs furnished by landlord**
 - (g) Lease--privileges and restrictions**

Home and Family

- (1). How rent is paid
- (2). How rent is terminated
- (3). Pets, children
- (4). Additional residents
- (5). Maintenance restrictions
- (6). Legal obligations of signing a lease

B. Purchasing housing

1. Locating available housing
 - a. Information from friends
 - b. Real estate agents
 - c. Newspaper advertisements
 - d. Signs on property
2. Evaluation of desirability of available housing
 - a. Location
 - b. Cost
 - c. Taxes
 - d. Insurance
 - e. Condition of housing and lot
 - f. Construction of house
3. Purchasing procedures
 - a. Arriving at final sale price
 - (1) Selling price
 - (2) Appraisers estimate of price
 - (3) Offered price
 - (4) Agreed price

b. Financial obligations involved

- (1) Determining loan value of property by bank or building loan company**
- (2) Legal fees**
 - (a) Title search**
 - (b) Transfer**
 - (c) State and local taxes**
- (3) Down payment**
- (4) Mortgage**
 - (a) Length**
 - (b) Rate of interest**
 - (c) Monthly payments**
 - (d) Taxes**
 - (e) Final payment and receipt of deed**

4. Advantages and disadvantages of renting-possessing

a. Renting

(1) Advantages

- (a) Permits a greater mobility of individual without financial loss or inconvenience**
- (b) Limited personal financial responsibility for maintenance of property**
- (c) Large sum of money is not tied up in property**

(2) Disadvantages

- (a) Limited personal financial responsibility for maintenance of property**
- (b) Lack of freedom to express personal tastes in decorating or arrangement**

Home and Family

- (c) Limitations imposed by lease
- (d) Noise possibilities from neighbors
- (e) Contributions may total value of property in rent and still receive no deed to property

b. Purchasing

(1) Advantages

- (a) Privacy and freedom to express individual desires and tastes
- (b) Permanence of location
- (c) Prestige and pride of ownership
- (d) Monthly payments just like rent but result in ownerships

Occupational Education

(Grades 10 or 11)

I. Job opportunities and employment procedures

A. Local job market

1. Existing jobs in local employment area

- a. Major industries**
- b. Service utilities**
- c. Stores**

2. Major job specialities under each job

3. Duties for the above jobs

- a. Academic requirements for securing and performing the job**
- b. Initial and maximum pay potential**
- c. Possibility for advancement**

II. Choosing a job

A. Measuring myself for the job I want

- 1. Likes and dislikes**
- 2. Physical condition**
- 3. Job requirements**

III. Getting a job

A. Finding vacancies in the job areas

- 1. Friends and relatives**
- 2. Ads in daily newspaper**
- 3. Employment agencies**
- 4. School -- guidance department, teachers, supervisors**
- 5. Community organizations**

Occupational Education

IV. Knowledges and skills necessary to apply for employment

A. Interviewing the business representative

- 1. Dress**
- 2. Manners**
- 3. Conversational ability**
- 4. Necessary information necessary at time of interview**
 - a. Birthdate**
 - b. Experience**
 - c. References**
 - d. Social Security number**
 - e. Education-school (date attended)**
 - f. A reasonable knowledge of the job you are asking about**
 - g. Working permit (if necessary)**
- 5. Securing necessary information from representative**
 - a. Salary**
 - b. Hours**
 - c. Expected duties**
 - d. Hospitalization insurance**
 - e. Vacation**
 - f. Union requirements, if any**

B. Completing application blanks

- 1. Spelling ability**
- 2. Penmanship**

V. Work wanted add

A. Writing the add

Occupational Education

1. Kind of work wanted
2. Experience
3. Qualifications
4. How employer can reach you

B. Cost of the add

1. Size
2. Number of days to be in paper

VI. Holding a job

A. How to hold your job

1. Being on time
2. Absence on the job
3. Work habits
4. Obey safety signs
5. Getting along with my boss
6. Getting along with other people

VII. Getting to the job

A. Location

1. In local district
2. Out of town

B. Transportation

1. Providing own transportation
2. Riding with someone else

VIII. Working hours

A. Wages

1. Regular salary

Occupational Education

- a. Day by day
- b. Week
- c. Bi-monthly
- d. Monthly

2. Over time pay

3. Part time pay

IX. On the job experience

A. Half-day

B. Full day

X. Military service

A. Selecting the most beneficial military program by analyzing the various enlistments, drafting and reserve plan

- 1. Length of service required
- 2. Opportunity for promotion and pay increases
- 3. Opportunity for training in specific vocations desired by the individual
- 4. Opportunity to select the geographic location of military service
- 5. Retirement
 - a. Benefits
 - b. Requirements

B. Entrance requirements

- 1. Physical examinations
- 2. Mental examinations
- 3. Academic aptitude examinations
- 4. Evaluation of past citizenship, through school records, the probation office and police records

Occupational Education

- 5. Proof of age**
- 6. Parents consent**

CURRICULUM OUTLINE

SOCIAL STUDIES

History (Ohio)
(Grades 9 or 10)

I. Ohio

A. Ohio Valley

1. Early settlers--Indians

- a. French**
- b. English**
- c. Other nationalities**

B. Ohio Territory

C. Ohio as a State

- 1. Location**
- 2. Size**
- 3. Admission to union**
- 4. Geographical location**
- 5. Historical development**
- 6. Important cities**
- 7. Industries**
- 8. Nickname, State Flower, State Flag, Motto**

D. Early history

- 1. First settlements**
- 2. Hardships of early settlers**
- 3. Made a state**
 - a. Famous citizens**
 - b. Their contribution to the country**

E. Ohio River

- 1. Formation of**
- 2. Early travel on**

Ohio

- 3. Cities along
- 4. Shipping on
- F. Government of Ohio
 - 1. Structure
 - a. Executive branch-governor
 - b. Legislative branch
 - (1) House
 - (2) Senate
- G. The State Capital
 - 1. Location
 - 2. Buildings
 - 3. Location of departments
- H. State laws protecting
 - 1. Citizens
 - 2. Resources
- I. The citizen
 - 1. As a contributor
 - 2. As a benefactor
- J. Relationship of State to Community
 - 1. Education
 - 2. Recreation
 - 3. Postal service
 - 4. Protection
 - 5. Welfare resources and agencies

Government and American History

(Grade 10 or 11)

I. Introduction to Government

A. Need for government

1. Why men band together

- a. Mutual protection**
- b. Sharing of commodities**
- c. Sharing of talents of the individual**
 - (1) Food growers**
 - (2) Manufacturers**
 - (3) Builders**
 - (4) Fighters (Army)**
 - (5) Leaders**

2. Selecting leaders to absolve disputes

B. Kinds of government

- 1. Autocratic (leadership established by force)**
- 2. Democratic (leadership established according to the will of the government)**

C. Functions of government

II. United States of America

A. Location on world globe

B. Fifty States

C. How the U.S.A. was settled

- 1. Pilgrims**
- 2. Thirteen colonies**
- 3. Settlement of west and plains**

III. Symbols of our Democracy

- A. Our Flag**
- B. American Eagle**
- C. Uncle Sam**
- D. National Anthem**

IV. Documents of Freedom

A. Declaration of Independence

- 1. When**
- 2. Why**
- 3. Written by Jefferson**

B. Constitution

- 1. When**
- 2. Provisions**
 - a. Three branches of government**
- 3. New government**
 - a. First President**
 - b. Cabinet and department**

C. The Bill of Rights

- 1. Addition to the constitution**
 - a. Rights given to American (responsibility)**

V. Patriotic Holidays

A. Independence Day

- 1. Date-July 4**
- 2. Legal holiday**
- 3. Safe-celebrations**

B. Abraham Lincoln's Birthday

Government

1. Date--February 12
 2. Why he was important
- C. George Washington's Birthday
1. Date--February 22
 2. Legal holiday
 3. Why we celebrate
- D. Memorial Day
1. Date--May 30 (most states)
 2. A day for remembrance and honor soldiers who gave their lives for our country
- E. Flag Day
1. Date--June 14
 2. Day to honor our Flag
- F. Columbus Day
1. Date--October 12
 2. To honor Columbus
- G. Veterans Day
1. Date--November 11
 2. Armistice Day changed to Veterans Day
 3. Legal holiday
- H. Thanksgiving Day
1. Date--4th Thursday in November
 2. Legal holiday
 3. First Thanksgiving 1621

Government

VI. Washington--Capital of our Nation

- A. Location on map**
- B. The White House**
- C. Our Capital**
 - 1. The Senate**
 - 2. The House**
- D. Supreme Court Building**

VII. Sections of the U.S.A.

- A. As related to**
 - 1. Industry**
 - 2. Agriculture**
 - 3. Shipping--waterways**
 - 4. Temperature and rainfall**
 - 5. Mountains**
 - 6. Plain areas**
 - 7. Boundaries**

Civics
(Grades 10-12)

I. Rights and duties of a citizen

A. Review of the historical development of our present forms of state and national government

- 1. Earlier types of government**
- 2. Declaration of Independence**
- 3. Constitution of the United States**

B. Present forms of government structure and functioning

1. School

- a. Structure and organization**
- b. Functioning of each element**

2. Community

- a. Structure and organization**
- b. Function of each element of the structure**
- c. Previous forms of city government**
- d. Correct routing and the solving of realistic problems such as:**
 - (1) Complaint to authority of nuisance of children or neighbors**
 - (2) Tax questions**
 - (3) Fire protection**
- e. Rights of individual citizens provided by city government**

3. County

- a. Structure and organization**
- b. Functions of each major element of the above structure**

Civics

- c. Methods of being employed in county-level jobs, i.e., election, appointment, civil service, patronage and direct employment
- d. Rights of individual citizen provided for by county government
- e. Duties of individual citizen provided for by county government

4. State

- a. Structure and organization
- b. Functions of each element of above structure
- c. Methods of becoming involved with state-level jobs, i.e., election, civil service, patronage and direct employment
- d. Rights of individual citizens provided for by state government and constitution
- e. Duties of individual citizens imposed by state government and constitution

5. National Government of the United States

- a. Structure and organization of major aspects of national government
- b. Functions of each element of the above structure
- c. Methods of becoming involved with national level jobs, i.e., election, civil service, patronage and direct employment
- d. Rights of individual citizens provided for by national government and constitution
- e. Duties imposed on individual citizens by national government and constitution

II. Our Flag

A. The history of our flag

- 1. The national flag
- 2. The Ohio flag

B. Respect for our flag

C. Displaying our flag

III. Elections

A. Preparing for municipal election

1. Nomination of candidates

2. Registration

3. Qualification of voters

4. When an election is held

B. Election day

1. Polling places

2. The election officials

3. How the voting is done

a. The ballot

b. The ballots are counted

c. Spoiled ballots

4. Successful candidates are sworn in

IV. Culture and tradition

A. American holidays

B. American ideals

CURRICULUM OUTLINE

SCIENCE

General Science

(Grades 9 or 10)

I. Living things

A. Plants

1. Kinds of plants

- a. Trees**
- b. Flowers**
- c. Shrubs**
- d. Fruits and vegetables**
- e. Grains**
- f. Garden**
- g. Poisonous**

2. How plants grow

- a. Soil**
- b. Sun**
- c. Air**
- d. Water**
- e. Reproduction**

3. Seasonal change

4. Benefits

- a. Food**
- b. Shelter**
- c. Decoration**

B. Animals

1. What animals need to live

2. Hibernation and seasonal change

3. Protection

General Science

4. Contribution of wild life
 - a. Food
 - b. Clothing
5. Insects
 - a. Characteristics
 - b. Identification of common insects
 - c. Control
6. Birds
 - a. Learn to identify common birds
 - b. Migration
 - c. Protection

II. Machines, matter and energy

- A. Simple machines
 1. Lever
 2. Pulley
 3. Wheel
 4. Inclined plane
 5. Manipulation of hand tools
- B. Inventions
 1. Use of modern inventions
 - a. Telephone
 - b. Radio
 - c. Television
 - d. Electric lights

2. Care of modern machinery & tools

C. What things are made of

1. Solids

2. Liquid

3. Gas

D. Sources of energy

1. Sun

2. Magnets

3. Gravity

4. Electricity

5. Wind

6. Water

7. Heat

8. Atomic energy

III. Universe

A. The earth

1. Characteristics

a. Size

b. Age

c. Composition

2. Our relation to other planets

3. Earth changes

a. Flood

b. Tornado

c. Dust

d. Erosion

- 4. Earth movements
 - a. Rotation (day & night)
 - b. Revolution (yearly)

B. Sun

C. Moon

IV. Weather

- A. Characteristics of four seasons
- B. Clouds
- C. Wind
- D. Rain
- E. Forecasting weather
- F. Factors related to health and safety conditions
(fog, ice, snow, rain, wind, clouds, lightning, thunder,
frost, hail, mist, storm, humidity and drought)
- G. Effects of weather on
 - 1. Manner of dress
 - 2. Food supply
 - 3. Recreation
 - 4. Work
 - 5. Travel
 - 6. Growth
 - 7. Health
 - 8. Economy

V. Conservation and natural resources

- A. What are our natural resources
- B. Conservation of natural resources
 - 1. Wild life

General Science

2. Water

3. Forests

4. Minerals

5. Soil

6. Oil

7. Ore

C. National and State Parks

Biology
(Grades 10 or 11)

I. Living things

A. Plants and animals

1. Foods

- a. Meats**
- b. Vegetables**
- c. Poultry**

2. Protecting foods

- a. Freezing**
- b. Canning**
- c. Drying**

3. Choosing foods

- a. For immediate consumption**
- b. For storing and preserving**

B. Balance of nature

C. Struggle for existence

D. Agriculture (for rural areas)

- 1. Type of soil**
- 2. Average rainfalls**
- 3. Planting times**
- 4. Harvesting**
- 5. Marketing**
- 6. Transportation of foods**

E. Trees

- 1. By-products and uses by men and animals**
 - a. Fruit**

Biology

- b. Lumber
- c. Fuel
- d. Protection

II. Understanding the human body

- A. Respiratory system
- B. Circulatory system
- C. Digestive system
- D. Sensory organs
- E. Reproductive system

III. Taking care of the human body

- A. Grooming
- B. Personal cleanliness
- C. Mental health--awareness of personal deficiencies and attributes

IV. Handling emergencies

- A. In home
 - 1. Stains and bleaches
 - 2. Fires and burns
 - 3. Lubrication
 - 4. Use of commodities
 - a. Gas
 - b. Electricity
 - c. Water
 - 5. Illnesses (common)
- B. On the road
 - 1. Good driving habits

Biology

- a. Vision
 - b. Speed
 - 2. Road conditions
 - a. Rain
 - b. Sleet
 - c. Ice
 - 3. Care of equipment
 - a. Car
 - b. Tire
 - c. Bicycles
 - d. Tractor or power mower
 - 4. Courtesy on road
- V. Everyday hazards
 - A. Electrical
 - 1. Outlets
 - 2. Broken equipment
 - 3. Toys
 - 4. Fans and appliances
 - 5. Decorations
 - B. Poisons
 - 1. Medicine
 - 2. Cleaning fluids
 - C. Plastic bags
 - D. Garbage handling
- VI. Simple first aid dealing with
 - A. Skin irritations

- B. Frostbite**
- C. Black eye**
- D. Sunburn**
- E. Nosebleed**
- F. Choking**
- G. Blisters**
- H. Eye irritations**
- I. Fractures or broken bones**
- J. Splinters**
- K. Strains and sprains**
- L. Wounds**
- M. Bruises**
- N. Burns**
- O. How and when to seek medical advice**

VII. General living

- A. Care of household essentials**
- B. Paint**
 - 1. For protection**
 - 2. For beauty**
- C. Repairs in home**
- D. Removal of waste materials**

VIII. Infant care

- A. Sterilization**
- B. Strained or junior foods**
- C. Burping and bubbling**
- D. Physical needs**

Senior Science
(Grades 11 or 12)

I. Experience areas

A. Food

1. Correct care of food
 - a. Refrigeration
 - b. Food spoilage
 - c. Bacteria--effects of, how to kill, how to prevent
2. Heat and temperature
 - a. In relation to cooling foods
 - b. In relation to food spoiling
3. Basic foods in relation to balanced diet

B. Clothing--prolonging the life of personal belongings

1. Proper shoe polishes
2. Proper soaps
3. Clorox--its use and effect on clothing
4. Spots and stains (correct method of removal)
5. Effects of heat of iron on different fabrics
6. Color fastness and shrinkage
7. Pleasing combinations
8. Importance of good grooming

C. Care of equipment

1. Effects of cleaners and polishes on wood
2. Care of tools
3. Automobiles
 - a. Maintenance--implications for safety

Senior Science

4. Care of household appliances
5. Identification of materials used in articles in home
 - a. Care
 - b. Durability

D. Weather

1. Its relation to different kinds of work
2. Its relation to safe driving
 - a. Sources of information about highway conditions
3. Weather stations as related to safety and health
 - a. Weather forecasts
4. Clothes to wear in relation to weather
 - a. How to care for wet clothes, umbrellas, etc.
5. Seasons
 - a. Their effect on travel, industry, farming

E. Illness, disease, accidents

1. Communicable diseases--prevention and care
2. How rodents and insects spread disease
3. Safety measures in home
 - a. Electrical hazards
 - b. Fire hazards
4. Procedures and practices to follow in times of disaster or accident
5. Care of sick at home

F. The body

1. The parts of the body and their functions in relation to health
2. How the body uses the three classes of food

Senior Science

3. Function and care of the skin
 4. Food as a source of fuel for body functions
 5. How lack of rest affects the body
- G. The earth
1. Conservation
 2. Effect of sun on the earth
 - a. Sunrise--east; sunset--west
 - b. Heat and light
 - (1) Seasonal changes
 - (2) Effect on people, plant and animal life
 - c. Learning and using directional sense
 3. Effect of moon on the earth
 - a. Apparent change in shape
 4. Resources
 - a. Land
 - b. Water
 - c. Minerals